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Based on national, state, and local objectives, this rating sheet, designed for foreign language departmental evaluation, is divided into seven areas of appraisal: philosophy and objectives, program organization, equipment for instructional purposes, curriculum planning and program evaluation, teacher preparation, counseling, and guidance. Blanks for comments and a program evaluation summary are provided. (AF)

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New Mexico Department of Education
Evaluative Criteria: Division of Foreign Languages

School System_____ Date_____
School_____ Department Head or Teacher_____

Rating Scale
5 - excellent
4 - good
3 - average
2 - below average
1 - unacceptable
0 - missing but needed
N - not applicable

Blanks provided are for comments on specific items. These need not be rated.

The evaluation scale for this instrument provides a choice of seven rating categories. Each item should be scored using an appraisal based on the techniques of teaching, the instructional materials, and the schools' supplies, equipment and facilities as they appear to the faculty, principal, and the visiting evaluator. All ratings may be averaged for a total composite of quality.

Description - In the opinion of the faculty and evaluating member:

5____ This item is performed in an outstanding manner in relation to generally accepted school objectives. A mark of 5 indicates a consistently high level of effectiveness but may include some variability of quality.

4____ This item is above average in relation to generally accepted school objectives. A mark of 4 shows a generally high level of effectiveness but may include some variability in quality.

3____ This item is average in relation to generally accepted school objectives. A mark of 3 indicates the usual level of effectiveness.

2____ This item is below average in relation to generally accepted school objectives. A mark of 2 indicates deficiencies in the level of effectiveness sufficient to require immediate improvement.

1____ This item is unacceptable in relation to generally accepted school objectives. A mark of 1 indicates serious deficiencies. Items so marked should be corrected immediately.

0____ This item is missing but is needed for an effective program.

N____ This item does not apply.

FL 001 228

I. Philosophy and objectives:

Nationally, the objectives of foreign language instruction have been delineated by the profession as follows:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience

2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience

3. To read with direct understanding, without recourse to English translation, material on a general subject

4. To write, using authentic patterns of the language

5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system

6. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied

7. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.)

8. To develop an understanding of the literary and cultural heritage of the people whose language is studied

9. Local objectives and philosophy (in addition to and if different from above)

_____

_____

_____

In addition to the above, New Mexico schools must be cognizant of the fact that a large percentage of our population is Spanish-speaking. For those students whose mother tongue is Spanish and who are studying this language, a shift of emphasis in language instruction is needed. The skills of reading and writing must be emphasized for them without jeopardizing the continued development of oral skills.

Comments_____

_____

_____

Rating

II. Program organization:

1. Languages offered: 1._____ 2._____ 3._____
   Levels or years of each language_____ _____
2. Language offerings are commensurate with ability of school to support program: i.e. four years of one language are offered, two or more languages are offered after a four year sequence in one language is established.
3. Each level or year of language is taught separately.
4. Native speakers of the language (if applicable) are placed in classes of appropriate level by using appropriate placement tests or criteria.
5. If language instruction is given in grades 7-8, it is an integral part of offering in grades 9-12.
6. Reading is taught as a separate skill.
7. Writing is taught as a separate skill.
   (Records are kept to verify this--i.e. student notebooks, etc.)
8. The teaching of linguistic concepts is an integral part of program.
9. Objectives 6, 7, 8 are being pursued_____

   _____

   _____

   _____
10. Instructional materials are up-dated and agree with basic objectives of program.
11. Title of text(s)_____Copyright date_____
12. There are suitable supportive materials (tapes, etc.) for teaching oral skills.
13. The language being studied is used in the classroom by teachers and students.
14. The use of English is dictated by proper activity (presentation of linguistic concepts, to establish understanding, special activities, etc.).
15. Library stocks suitable materials to support the language program.

    Teacher recommendations for this year_____

    _____
16. Activities to extend competence and motivation of students (clubs, etc.)

    _____ _____ _____
17. All students have access to readers, periodicals, etc., printed in language being studied.
18. Enriched courses for more able students. (Ex. History of Latin America taught in Spanish)_____

Rating

III. Equipment for instructional purposes:

1. Fully equipped language laboratory or electronic classroom
2. There is a planned program for repair and maintenance of electronic equipment_____

_____

Present status of equipment_____

_____

3. Portable tape recorders or record players are available and used
4. Overhead projector and transparencies are used (teaching reading, etc.)
5. Availability and use of films and filmstrips_____

_____

6. Suitability and appearance of classroom
7. Supplementary materials_____

_____

IV. Curriculum planning and program evaluation:

1. There is available to each teacher a local content outline for each level of language taught (Spanish I, etc.).
2. All teachers are involved in vertical and horizontal planning and coordination.
3. There is a planned program for evaluating student performance in all skills (teacher as well as professionally prepared tests).
4. Evidence of student performance in all skills is available (record keeping beyond grade book).
5. Student achievement results are used to restructure instruction and reteach relevant items.

V. Teacher preparation: unacceptable___minimal___strong_____superior_____
Belongs to professional organizations (ACTFL, etc.)_____
Experiences to enhance teacher competence (overseas travel, etc.)_____

_____

VI. Counseling and guidance:

1. Pupils are counseled on the vocational and academic importance of foreign language study.
(Evidence_____)
2. Guidance and counseling literature related to language study is available to counselors, teachers, and students.

Rating

3. Counselor-parent-teacher-pupil conferences are scheduled as needed for discussion of student placement, progress, and adjustment to program.

4. Teacher-counselor communication:

Incidental_____Planned_____

VII. Evaluation Summary:

1. Outstanding features of program_____

2. Weaknesses_____

3. Recommendations_____

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